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ABSTRACT

This six-section manual provides information for preparing appropriate classroom narratives and their accompanying student engagement ratings. The manual's introduction emphasizes the importance of an accurate classroom narrative, which is a detailed record of events, time use, and behavior in the classroom. Also discussed is the recording of student engagment ratings, which are recorded time intervals for periodic ratings of student involvement in the classroom. The manual's first section describes the general features of good classroom narratives. The second explains a technique which may be utilized to train observers to an assured level of agreement. The third, fourth, and fifth sections present specific guideline questions which are related to the purposes of observational research and focus specifically upon: (1) classroom, teacher, and student behavior; (2) interactions between student teachers and cooperating teachers; and (3) contextual variables. The sixth section describes the use of the student engagement ratings. Forms used in the classroom are appended together with examples and commentary. Also appended are a guide to classroom protocol and a list explaining concepts and terms used in this text for those inexperienced in classroom observation. (JD)

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RITE OBSERVER MANUAL FOR USE IN CLINICAL TEACHER EDUCATION SETTINGS[1]

Maria E. Defino

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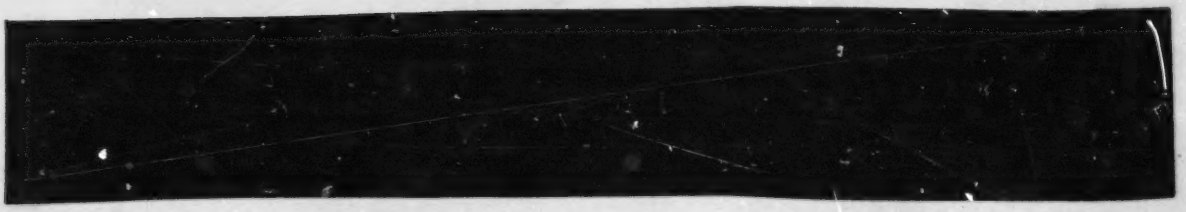

[1]Adapted from Evertson, C., Emmer, E., Sanford, J., Clements, B.S., Martin, J., and Worsham, M. Classroom Management Improvement Study Interim Progress Report: Research Design and Methodology. Austin: The Research and Development Center for Teacher Education. September, 1980.

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Introduction

One of the most important procedures which may be used in examining teaching and student teaching is the classroom narrative: a detailed record of events, time use, and behaviors in the classroom resulting from notes taken by trained observers. In addition to narrative notes, observers must record time intervals for periodic ratings of student involvement (known as taking Student Engagement Ratings or SERs) on the SER form accompanying each narrative, beginning and ending points of classroom activities, and so on. After each observation, the observer dictates a more complete narrative using the notes taken in class. Tape recorded narratives are then transcribed by typists to provide a permanent, legible, and detailed account of each class observation.

This manual provides concise information for preparing appropriate classroom narratives and their accompanying Student Engagement Ratings. The manual is presented in six sections. The first section describes the general features of good classroom narratives. The second explains one technique which may be utilized to train observers to an assured level of agreement. The third, fourth, and fifth sections present specific guideline questions which are related to the purposes of observational research and focus specifically upon: the classroom and teacher and student behaviors; the interactions between student teachers and cooperating teachers; and contextual variables. The sixth section describes the use of the Student Engagement Ratings. Forms used in the classroom are appended together with some examples and commentary. Also appended are a guide to classroom protocol, and a list explaining concepts and terms used in this text for those inexperienced with classroom observation.

This manual is of potential use not only to researchers. It can also serve as a guide for teacher educators and supervisors of student teaching as they work toward developing an information base about the student teaching experience.

As noted on the cover page, the Research in Teacher Education staff have based this manual on procedures developed by colleagues in the Classroom Organization and Effective Teaching (COET) project. It is with gratitude that we acknowledge the important COET contribution to our work.

Section I: An Overview of Classroom Narratives

A. The Identification Field

The first two lines of the "Narrative Form" (see Appendix A) are used to maintain an accurate record of each page of narrative that is prepared. Code numbers assigned to the teacher and student teacher as well as other pertinent information must be recorded on each of the narrative pages to protect against loss of data.

B. Criteria for Narrative Description

1. Narratives are characterized by a balanced focus on teacher's behavior (either student teacher or cooperating teacher or both), individual students' behaviors, and behavior of the class as a whole.
2. Narratives make clear the location and activity of the student teacher and cooperating teacher during each time segment (assuming both are in the classroom).
3. A narrative specifies clearly what the majority of the class is doing during each time segment.
4. Observers record enough of the cooperating and student teacher's instructional statements and questions (verbatim) to give readers an idea of instructional style, clarity, and organization.
5. Observers record enough of the cooperating teacher's, student teacher's, and students' verbal interactions (verbatim) to afford a fairly clear picture of the cooperating teacher's and student teacher's manner of interacting with students and one another as well as of the classroom climate as a whole.
6. Narratives provide answers to all relevant guideline questions. (See Guideline Questions, pp. 10-21.) Some of this information can

be collected prior to commencing the actual narrative record.

7. A narrative affords an objective record of events in the classroom. Observer interpretations, background information, opinions, and subjective reactions should be included but should be clearly identified by bracketing or prefacing them in the narrative.

8. Narratives combine concrete details and accurate quotes with global or summary descriptions so that the reader may accurately envision the classroom, its events, and routines.

C. Noting Time Intervals

On the narrative record form (see Appendix A), the two inches of space to the left of the numbered lines are used to note times as described below.

1. Noting beginning and ending times on pages. On the first page in the space labeled "Start," the observer notes the time when the narrative begins. At the beginning of each new page and at the end of each page, the time should also be noted. At the end of the last page at the label "Stop," the observer notes the time when the narrative was completed.

2. Noting beginnings and endings of transitions, dead time, and interruptions. Whenever the observer is aware of a transition, dead time, or interruption of instruction in the class, he or she should note under the column labeled "Beg" the time when the interval started, and a T for transition, a D for dead time or an I for interruption: for example, T-9:27. The end time should be noted in the same way under "End." The line on which either time is noted should correspond to the narrative record where the event is being described.

Obviously, observer judgement may be required in determining when to start and stop timing transitions and dead time. When unclear situations occur, the observer should note and describe in the narrative any circumstances which make it difficult to define the beginning and end times accurately, or which make it difficult to arbitrarily define an interval as a transition or dead time. When in doubt, an observer may record times for events as he/she thinks appropriate, noting as many time points as might be useful, and discuss them later with someone well-versed in the observational system (e.g., the person responsible for training observers).

3. Noting Student Engagement Ratings. Every time a Student Engagement Rating (SER) is taken, the number of that SER should be noted in the column headed "St.Eng." and the time noted under "Beg." This will allow a person working with SER forms to go back to the narrative to determine the context of a particular rating. (SERs are discussed in considerable detail in Section VI, pp. 22-41.)

4. Other Time Points. In addition to time points listed above, any other time points or intervals that seem significant to the observer should be noted. Some examples are: time that the student teacher or cooperating teacher is out of the room, extended contacts between the student teacher and/or cooperating teacher and individual students or groups of students, shifts in topics other than those marked by transitions, time spent by the teacher at his/her desk, extended contacts between student teacher and cooperating teacher, etc. It is advisable to make a habit of recording time points as often as every three or four minutes.

D. Floor Plans with Seating Charts

Prior to the start of a narrative record, observers should sketch a floor plan and seating chart of the classroom showing the arrangement of desks, other furniture, and the use of space (shelves, closets, sinks, reading area, etc.). Do not try to fill in student names on corresponding desks at the start of class; identification is much simpler after students are engaged in instructional activities. Some teachers will provide observers with seating charts if asked for them. When a teacher-made seating chart is not available, an alphabet or number system may be used to identify students on the chart and in the narrative until the observer can determine student names. Use student names as often as possible in the narrative.

Floor plans with seating charts should accompany each completed narrative record to facilitate readers' understanding of the classroom context. Also, new floor plans and seating charts should be drawn whenever classrooms are rearranged after the first visit. Floor plans and seating charts can be duplicated and distributed to all observers who may later see that classroom. As a precautionary note, be certain to date, initial, and label with identification numbers each floor plan and seating chart when it is turned in to prevent loss/misplacement of this data.

Section II: Training Observers to Agreement

As is the case with any data collection technique, certain precautions are essential to safeguard the validity of one's endeavors. For this reason it is recommended that anyone attempting to utilize this observational system take the time and energy necessary to train observers to some predetermined and acceptable level of agreement. The staff of the Research in Teacher Education (RITE) project spent several hours over a two-week period in training with an earlier version of this manual prior to data collection;

this section of the present manual will briefly describe that training and the methods employed to determine observer agreememt.

Each observer was supplied with a copy of the manual before the first group training session. They were asked to review it individually and arrive at that session prepared to raise questions, air their concerns, and so on. Each person was also provided with a packet of additional training materials upon his or her arrival that day (see Figure 1).

Approximately two and one-half hours were used to discuss the content and format of the manual. In that time some conceptual and practical problems were identified and discussed. Clarification of the intended use of the data and of the overall purposes of the study facilitated this process.

Once the preliminary concerns, questions and problems had been addressed, the staff took a short pretest on the use of the classroom format codes listed in the key (see p. 41). The different responses to each of the items on the pretest were discussed and sources of discrepancies were identified. In some instances it was necessary to develop additional definitions, conventions, etc. (which have since been incorporated into this manual) for resolving differences in the way pretest scenarios were coded. Throughout the day, and especially during the exercise discussion sessions, a consultant from the project which developed the original manual provided insights and clarification of fine points in discriminating various observation categories. This basic "TOTE" ("Test-Operate-Test-Exit") pattern of practice-discussion-resolution-practice was repeated with all subsequent exercises and training sessions.

The afternoon of the first day's training consisted of a series of practices. First, the staff members read paragraph descriptions of classrooms, and assigned engagement ratings to each; next, narrative

Figure 1. Agenda for RITE Observer Training and List of Training Packet Materials.

Morning Session

Manual Review: forum for questions

Pre-test:

Format codes only; share results

Practice: engagement ratings

Paragraph descriptions of classrooms; share results
Narrative descriptions of classrooms; share results

Videotape practice: engagement ratings

Input from Barbara Clements, observer-trainer with COET project
Share results of VT practice

Afternoon Session

Videotape practice: narratives only

Input from Barbara Clements

Videotape practice: narratives and engagement ratings

Input from Barbara Clements

Words to the Wise from Barbara Clements; general wrap-up

Training Packet Contents

Agenda

SER Exercise, Part I

SER Exercise, Part II with Blank SER Form

Sample Narrative #1 with Blank SER Form

Sample Narrative #2 with Blank SER Form

Blank SER Form for Use with Videotape

Blank Narrative Forms for Use with Videotape

Blank Narrative Forms and SER Form for Use with Videotape

descriptions of classrooms taken by observers on the Correlates of Effective Teaching (COET) project at the Research and Development Center for Teacher Education were read and assigned engagement ratings at several predetermined points in the texts; and last, videotapes of classrooms were viewed and narrative descriptions of them were taken by the observers. As per the above, discussion took place after each exercise, and the consultant assisted in clarifying the reasons for coding each event in a particular category.

Practice with taking narratives was intentionally selected as the last activity on this day for several reasons. First of all, it was apparent that it would be impossible to finish all of the tasks listed on the agenda. Second, sorting out all of the format categories and subject matter codes is an exhaustive task, and we believed that too much massed practice would have had negative results: confusion, fatigue, and resentment at being asked to work so intensively for so long with such a great deal of information. Therefore, by working at the narratives, relief from the confines of the imposed category system was immediate and everyone was rewarded with a success experience at the end of the day (consistency across observers in the narratives was immediately apparent).

The second day of training began with another brief discussion and review session and was followed by more practice-discussion-resolution-practice cycles. First, observers were shown videotapes of elementary and secondary classrooms from which they practiced taking engagement ratings. More discussion of the format codes, the distinctions between such categories as "probably" or "definitely on-task," and discriminating procedural versus academic behaviors ensued.

A second practice of taking running narrative notes from the videotapes was then conducted. Once again the different observers produced similar

narrative accounts of the events portrayed on the screen. The consultant was invaluable at this session, by asking questions of the group which highlighted behavioral details essential to rich narratives. Finally, the closest approximations to observing in the natural classroom environment were offered: observers recorded running narrative notes while viewing a videotape, which the consultant would periodically halt so that engagement ratings could be taken. The final practice was essentially the same, with the important exception that the videotape continued running as SERs were taken.

The final day of training involved repeating this final practice procedure several times with very little discussion, as a means of generating data which could be assessed for agreement. The percent agreement across observers for each cell on the SER form was utilized to index their agreement. As might be anticipated, the staff showed fairly high percentages of agreement when the situations being observed were relatively static and straightforward (e.g., one teacher lecturing to a silent group of students, all of whom were seated). Less clear-cut situations were associated with greater disparity in observer coding. Because of this, another forty-five minute observation session (no discussion during or between videotapes) was conducted. The percent agreement at this time was satisfactory for all categories on the SER form.

Perhaps some general conclusions can be drawn from this review of the training procedures utilized with the RITE staff. First, only one basic approach for training observers to agreement was presented. It should not be viewed as the best one or as the only one, but rather as one option. However, regardless of the methods chosen, it is recommended that training exercises be graded in complexity and distributed over time so that trainees

are not overwhelmed by their task. Second, the need for training observers to a selected level of agreement with any observational system used in research, including this one, must be underscored. It is reinforcing to know that this is an attainable goal with this system. Third, if observer agreement has been achieved prior to data collection, it is equally important to build in a periodic assessment of that agreement during data collection. Only in this manner can researchers have a fairly objective index of the consistency and quality of information gathered. Given such a perspective, the remaining sections of the manual explain the observation system in detail, and should therefore facilitate the process of training.

Section III: Guideline Questions for Observing Classes, Students, and Teachers

In addition to meeting the criteria outlined in Section I, the following questions should facilitate the achievement of consistently obtaining quality narratives. It is recommended that classroom narratives should provide answers to all of the following questions, except those which are clearly inapplicable to a particular day's classroom activities. Questions not covered in the body of the narrative should be discussed in supplementary comments.

The act of choosing some areas of teaching for points of focus involves reliance upon some criteria for recognizing "quality" teaching. Recent findings from classroom-based research appear to support the inclusion of the specific areas listed here as descriptors of effective teaching (see, for example, Brophy & Evertson, Note 1, or Good & Grouws, Note 2). The reader needs to be aware that each specific question under a general area is not meant to imply the existence of a positive value in teaching for the

behaviors under investigation. The individual questions are meant to help the observer focus on as broad a narrative description as possible.

A. Instructional Management

1. Describes objectives clearly

   Did the teacher indicate the purpose or objectives for the lesson? How did students know what they were supposed to do? What evidence was there that the objectives or purposes were or were not clear to the students?

2. Variety of materials

   Describe room contents and displays, especially with regard to whether they might be distracting or beneficial to the students. Describe any centers or stations, including any instructions for their use by the teacher. What visual reinforcements were provided during teacher presentations? Can they be described as adequate?

3. Materials

   Were materials and supplies ready to use at the beginning of activities? Were adequate numbers and sizes of materials and supplies prepared?

4. Clear directions

   Did the teacher use vocabulary, speaking style, and pace that appeared to facilitate students' understanding of the directions? What evidence was there that directions were or were not clear to the students? How did the teacher introduce, explain, or otherwise communicate assignments to the class? Describe (quoting where appropriate) any aspect of the teacher's instructions or verbal expressions which contributed to poor clarity in the directions.

5. Waits for attention

   Did the teacher refrain from speaking until all but one or two individuals were attending (in their seats, looking in his/her general direction, not talking)? Did the teacher use any nonverbal or verbal cues to obtain the students' attention, such as asking for it directly, the old "V"-sign, snapping fingers, clearing throat, etc.?

6. Encourages analysis, builds reasoning skills

   Did the teacher use reflection of student questions back to other students, rather than always providing the answers? Did the teacher ever give open-ended, problem-solving types of assignments? Did the

teacher encourage the involvement of all class members in attempting to solve a problem? Did the teacher ask students to explain their problem-solving strategies to their peers?

7. Assignments or activities for different students

   How did the teacher introduce, explain, or otherwise communicate assignments to the class? What did the teacher do to accommodate needs of the slowest or fastest students in the class? What evidence was there that instruction was or was not at appropriate levels for all students in the class? What did students do if they finished their work early?

8. Appropriate pacing of lesson

   When the use or effect of materials or instruction fell short of the ideal, what factors contributed to the problem? Indicate specifically which factors mentioned were beyond the teacher's control. What evidence was there that students were having problems following the lesson? Did many of them have to ask questions, or did the teacher repeat himself or herself many times? Was there any evidence that students were bored, such as students doodling on papers, looking out windows, yawning, etc.? Did the teacher stop occasionally to ask if everyone was with him/her?

9. Clear explanations and presentations of content

   Did the teacher use vocabulary, speaking style, and pace that facilitated students' understanding? What evidence was there that instruction was or was not clear to the students? How did the students indicate that they needed help?

10. Monitoring student understanding

    How efficient was the teacher at spotting students who needed help, remembering them, and responding? How did the teacher respond to those who were ready to move ahead with the lesson? Did the teacher seem to be watching the rest of the class when working with a small group or individual? How? Generally, how aware was this teacher of everything going on in the class? Did the teacher have a clear view of all the students? Did the teacher ever leave the room? How often and for how long?

11. Consistently enforces work standards

    What violations of established rules or procedures occurred that were not responded to by the teacher? For each activity engaged in by the students, was there a product or assignment that reflected what the student had done during the time? Describe. What did students do with their work when they finished it? If there was not an assignment turned in, how did the teacher find out what the student had done during that period of time? What was the teacher's response to students who did not complete or did not hand in assignments? To what degree did the teacher emphasize the

importance of completing assignments, on time and correctly? Describe what the teacher said or did.

12. Variety of activities provided

Was everyone expected to be working on the same task at the same time? Did the teacher provide for some activities to be done at the blackboard, some with the class as a whole, some in small groups, some individually, and so on? Were students expected to be in their seats the entire time? Was there variety in activities both within and across subject matter (that is, several activities within a single content area or several activities across subject areas)? What beginning and ending rituals or routines (warm-ups and wind-downs) were used?

13. Academic praise

How did the teacher reward students for good work? Did the day's activities appear easy enough for all students to be successful and involved? Was "public" praise given? If so, how did students react?

14. Evaluative feedback

Cite any evidence of the quality or quantity of feedback from the teacher about academic matters: were any graded papers returned? Were they discussed? What positive reinforcement was used for good work? Did students receive any negative feedback? If so, describe.

15. Task structure

Did the teacher decide everything that the students were to do, both academically and behaviorally? What were the teacher's instructions to the class regarding student behavior (both in and out of small groups)? Did the teacher make every step of each assignment explicit, or did he/she leave out or assume some steps? Describe as completely as possible any academic assignments made during class.

16. Reviews prior lesson

Did the teacher refresh the students' memories of the last time they had worked on a particular task? Did he/she summarize the key points of the earlier work, or ask a few important questions about that work to stimulate the students' thinking? Describe any other learning or motivational techniques used at the beginning of lessons. How did the teacher signal or introduce the beginning of a new lesson?

17. Summarizes lesson

Did the teacher repeat the main points of the lesson for the students? Did the teacher have main points written on the board and

ask students to read them aloud, or ask questions and re-emphasize key ideas and concepts? Did the teacher routinely use summaries to indicate the end of a lesson? Were students given advance notice that a lesson was about to end? How did the teacher end a lesson or class activity before proceeding to the next?

B. Inappropriate Student Behavior

1. Amount

How often and how many students were behaving off-task? Conversely, during class discussions and recitations, what portion of the students were actively participating? What did the teacher do to ensure full participation?

2. Source

To the extent that you can, describe the source of inappropriate behavior. Were students distracted by outside noise, by one another, etc.? Were one or two individuals quietly talking? Was the work too easy or too difficult for a few students, who then drew others off-task? Did a student leave his/her seat to use the pencil sharpener, go to the bathroom, etc., and in the process distract others? Were students left unattended by the teacher? Were students simply trying to fill "dead time?"

3. Stops quickly

Was the teacher consistent in his/her response to misbehavior? Did the teacher stop the misbehavior promptly? If the teacher ignored some inappropriate behavior was there an apparent reason or pattern? What was it? Describe apparent results of the teacher's ignoring.

4. Cites rules or procedures

When the teacher was aware of inappropriate behavior in the classroom and chose not to ignore it, did he/she repeat the class rules or procedures, or point to them (if posted on board), or make reference to one of them by number? Did the teacher ask [illegible] to state the correct rule or procedure, or to find out the rule?

5. Non-verbal contact

When the teacher was aware of some off-task behavior, did he/she go over to the student and stand right next to him or her? Did the teacher touch the student? Did the teacher establish eye contact with the student?

6. Desist statement

When the teacher became aware of an off-task behavior, did he/she simply tell the student to stop that behavior?

7. Punishment, criticism

When the teacher was aware of off-task behaviors, did he/she demean the student in any way? Did the teacher assign extra work, or give some other punishment such as detaining students after class? Did the teacher call out the student(s) name(s), or give some harsh looks? Did the teacher isolate students who were behaving inappropriately? Did students lose special privileges or points?

8. Ignores

Did the teacher not pay attention to inappropriate behavior? State whether or not there were violations of rules and procedures which were not observed by the teacher, in addition to those which he/she ignored.

C. Managing Pupil Behavior

1. Rewards appropriate behavior

Did the teacher respond to the appropriate behavior of the students? How -- with praise, with points in a classroom behavior system, with good grades or extra credit points, with tangibles, with edible goods, with special privileges or activities, with free time, etc.?

2. Signals appropriate behavior

If the teacher did not explicitly reward appropriate behavior, how did students know what behaviors were expected of them? Did the teacher use nonverbal or verbal cues or signals informing students of how they were to behave?

3. Consistency in managing behavior

Did the teacher repeatedly use the same two or three strategies for managing the students' behavior? Did these strategies seem to work? Did the teacher have a classroom behavior system set up and adhere to it, or was the teacher inconsistent in speed with which inappropriate behavior was stopped, redirected, etc.? Were some behaviors tolerated if they were performed by some children, yet not tolerated if others were doing the same thing?

4. Effective monitoring

Generally, how aware was the teacher of the events taking place in the classroom? Did the teacher move among the students, or remain in one or two places most of the time? Was the teacher able to use effective and unobtrusive monitoring techniques, such as eye contact?

5. Evidence of rules and procedures

Did the teacher have rules or routine procedures which were adhered to by students? Were assignments written on the blackboard or

posted in some other way so that students could get straight to work? Did students have to ask questions about what they were to do next if they finished an assignment early? Was there an orderly procedure for lining up to dismiss, for transition from one subject or activity to another, and so on? Were rules for general classroom behavior posted anywhere or ever discussed? Were there rules for conduct at learning stations? Did students ever spontaneously correct one another?

D. Classroom Climate

1. Task-oriented focus

During lecture, recitation, discussion, seatwork, etc., what proportion of the students were following the activities? How many were not? Was there any dead time for the class as a whole? Did the teacher have enough activities planned? Did the teacher seem to have a system for contacting students? If there was no apparent system, describe the manner in which students were selected for interactions. What interrupted the flow of activity or required the teacher's attention unexpectedly? Be specific; describe any factors which were outside the teacher's control. Describe other constraints the teacher had to deal with: environmental factors such as heat, cold, noise from outside the room, etc.

2. Relaxed, pleasant atmosphere

How formal was the system for interacting between teacher and students? Did students speak spontaneously in class discussions, or did they wait to be recognized? Was talking between students permitted? If so, under what circumstances? Did the teacher address students by their nicknames? Were students relaxed enough to make humorous comments?

3. Cooperation of students

Did students respond promptly to teacher requests for particular kinds of behavior? Were students given the opportunity to assist one another with schoolwork? Were they willing or able to do so? How well did students work with one another on group tasks, if any were assigned?

E. Attention to Individual Differences

1. Indication of individualization

Were all students working in the same levels of text? If so, were some told to do different numbers or quantities of work than others? Did students maintain contracts with the teacher? Did students keep their own work folders? Did the teacher ever instruct the students to "work at their own pace?" Were some children permitted to use different techniques for completing the same work (e.g., some using calculators, some using an abacus, some being told to write out what they were doing, etc.)? Did the teacher ask to check individual

work, or did he/she go from student to student to monitor their work? Were there several different groups or types of activities going on at the same time?

2. Activities developed and implemented for individual students

Did the teacher ever take one or two children to the back or side of the room to work with them while the rest of the class did seatwork? Did the teacher provide different materials to some of the children when a class assignment was given? Were students asked to take different sets of either teacher-made or commercially prepared ditto sheets? Were some students given special workbooks, assignments in the library, etc.?

3. Provides individual assistance to those who need it

Did the teacher ask if everyone understood the assignments or lesson? How? Was the teacher able to get most of the class started on their work, and then speak to students needing help one at a time or in small groups? How did students indicate that they needed help? How did the teacher respond to requests for assistance, generally?

F. Teaching Methods

1. Direct

How did the teacher typically present the information in a lesson? Did the teacher furnish the students with the information which they were going to need to complete a particular task or assignment?

2. Indirect

Did the teacher present students with incomplete information, requiring them to supply or find out the rest? Were students required to form hypotheses or a series of guesses about a problem presented by the teacher? Were students asked to state the general case (as best they could determine) based upon a set of examples?

G. Questioning

1. High order

Did the teacher ask students questions which were abstract, requiring time and thought to answer? Did the questions demand some judgment or evaluation on the part of the students? Were students asked for their opinion on matters which may not have a "right" or "wrong" answer? Were students asked to defend their opinion? Were students asked to make predictions based upon a trend?

2. Low Order

Did the teacher ask students questions drawn directly from the material which the class was covering? Were the questions

pertaining to repetition of sets of facts? Were students asked to restate or remember pieces of information from their texts or the teacher's presentation? Were students asked to differentiate between two items which were available for examination? Were students being drilled for recall? Were students asked or told to memorize information?

H. Administrative or Organization Skills

1. Make-up work

Did the teacher have an established policy regarding make-up work? How were make-up tests scheduled? Did scheduling lead to any difficulty or disruption? How many students needed make-up work or tests? Where did students take make-up tests, and who administered them? When were students permitted to work on make-up work?

2. Evaluation

Describe the types of grades given by the teacher. What system (if any in particular) was used, letter grades (A,B,C,D,F), percentages, criterion-referenced, or in what combination? Note each occasion when students were given feedback about their grades. Did the teacher record grades? Did the teacher refer to any individuals who needed to make up work or retake tests?

I. Amount of Time Spent

1. Warm-up

Did the teacher provide the students with warm-up drills or activities which were intended to help them get ready to work? How much class time was actually spent doing these warm-ups?

2. In instruction

How much time was taken by the actual presentation of information by the teacher?

3. Direction giving

How much time did the teacher spend in giving directions? Were there any particular problems with the way in which directions were given, causing a great deal of time to be spent on this? Did students already know the routine so well that almost no time was spent in giving directions (e.g., did a simple cue, "Let's get started," suffice)?

4. Individual/small group seatwork

How much time did the teacher actually spend with particular

individuals or small groups? When the teacher gave attention to a particular individual or group did other students wander off-task, or wait in dead time?

5. Unassigned time

How much free time were students given, either to get caught up on work of their choosing or to enjoy visiting with one another, playing games or working on puzzles, etc.? How often did this happen? Distinguish this time from time where the teacher has unintentionally left the students with unassigned time, or dead time. How often does the latter happen? For what lengths of time? What are the apparent reasons for the dead time (teacher's attention to one individual; an interruption in the hall which the teacher must handle; assignments which are too short or easy, with no back-up assignments or tasks to provide the students, etc.)?

Section IV: Guideline Questions for Observing the Interactions of Student Teachers and Cooperating Teacher

In addition to observing the teaching styles of the student teacher and cooperating teacher, the interactions between the two may be a source of additional valuable data for research in teacher education. The goal of procedures described in this section is to obtain an account of what each of these persons do in relation to one another in the classroom. The following series of questions can also be considered in writing the narrative.

A. Cooperating Teacher-Student Teacher Behavior

1. Location of student teacher and cooperating teacher

Where are the student teacher and cooperating teacher? In the classroom or out? If out, where? (Answer only if you observed that person in that location.) If either person is in the classroom, where are they in the classroom? At the desk? In the back? In the front? Walking around the room? Describe any cooperating teacher and/or student teacher changes in location during the observation.

2. Activities of student teacher and cooperating teacher

a. What does the student teacher do while the cooperating teacher is teaching? Observe, take notes, assist, or prepare own materials?

b. What does the cooperating teacher do while the student teacher is teaching? Observe, take notes, assist, or prepare own materials?

c. What types of conversations take place between the student teacher and cooperating teacher? Is the cooperating teacher providing feedback or asking questions, the student teacher asking or answering questions, the student teacher interrupting the cooperating teacher or vice versa? What are the conversations about. classroom procedures, classroom management, instruction, materials, or equipment?

d. What types of non-verbal communication take place between the student teacher and cooperating teacher? Does the cooperating teacher provide cues to signal transition from one activity to another (to student teacher or students)? Does the student teacher elicit help from the cooperating teacher by demonstrating confusion? Does the cooperating teacher demonstrate approval or disapproval (by a glance or gesture, etc.)?

e. Does the cooperating teacher demonstrate instructional procedures, materials, equipment, or management techniques for the student teacher?

f. Do the cooperating teacher and student teacher engage in joint teaching activities? Does each teacher present part of a lesson, take a small group, or work individually with students?

g. Does the student teacher alter the classroom physical arrangements, schedules, or procedures?

h. When problems arise for the student teacher, how does the cooperating teacher respond? Does he or she: take charge of the class; allow the student teacher to manage the situation; or assist only if it is absolutely necessary or if the student teacher has asked for assistance?

i. How much time is the student teacher in control of the classroom?

Section V: Guideline Questions for Describing Contextual Variables

The following questions refer to variables that describe the context of the school and community in which the observations are taking place. The observer should make note of these factors early in the semester, and record any changes that occur during the semester.

A. School

1. Note the size of the school district. Number of pupils? Number of teachers? Number of student teachers in school district?

2. Note the size of the school. Number of pupils? Number of teachers?

Number of student teachers in the school?

3. Describe the general arrangement of the school. Number of classrooms? Type of classrooms? Closed? Open?

4. Note the grade levels taught in the school.

5. Note the SES of the school. Does it mainly serve low, middle, or high income students? Some of each?

6. Note the ethnicity of the students in the school. What percentage of Asian, Black, Mexican-American, Anglo, etc. are in the school?

7. To what extent are parents involved in the school? Are there parent volunteers in the school? If so, what are their functions? Are there any other ways in which parents are involved in the schools? Are notes sent to parents?

B. Classroom

1. Note the size of the class.

2. Note the grade level of the class.

3. Note the ethnicity of the class. What is the number of Asian, Black, Mexican-American, and Anglo students in the class?

4. Note the equipment in the classroom. What types of teaching aids are available? Do they appear teacher- made or commercially prepared? Are there storage areas? Adequate sizes and numbers of tables and chairs? What is the approximate classroom size?

5. Note the SES of the class.

6. Note presence of non-teacher adults in the classroom (e.g., aides, college student observers, etc.).

C. Community

1. Note the location of the school in the community. Indicate the type of neighborhood. Is it a neighborhood school? Is there busing? If there is busing, who, from where, how many?

2. What is the SES of the community?

3. What is the ethnicity of the community? Percentage of Asian, Black, Mexican-American, Anglo?

4. Note any community or parent groups that are involved in the school. What types of activities are they involved in?

Section VI: Guidelines for Using the Student Engagement Rating Forms

At ten minute intervals, the observer should complete a Student Engagement Rating Form to provide researchers with a detailed "snap-shot" of classroom activity (see Appendix B for a sample form). This consists of (1) six kinds of information about classroom context at that time, (2) the number of students who can be classified in each of eight different categories of involvement in the task at hand, and (3) a rating of apparent student success. The observer should complete the first rating within the first ten minutes, and then maintain a ten minute interval between all subsequent ratings.

To determine exactly when the first SER is taken, a random number table is provided on p. 42 of this manual. At the start of an observation, the observer crosses off the first number in the table -- in this case, 4 -- and will therefore take the first SER four minutes into the observation. All subsequent SERs for that observation are done at ten minute intervals (e.g., if start time is 9:00, the first SER will be taken at 9:04, the second at 9:14, the third at 9:24, and so on). The observer should take the next available number in the table for determining the times of first SERs for each new observation.

Also, the observer needs to fill out the identification field at the top of each SER form. It matches the identification field on the narrative forms and may be filled out in advance to save time. Again, this procedure is a critical safeguard against loss of valuable data.

A. Description of Classroom Context

In order to provide information about the context in which the engagement rating was taken, the observer should indicate the <u>focus</u> of the observation -- either cooperating teacher (CT) or student teacher (ST) -- and

code the format of the classroom, the total number of adults in the classroom(note in the narrative who they were: aides, principal, student teaching (note in the narrative who they were: aides, principal, student teaching supervisor, ST, CT, etc.), whether the student teacher or cooperating teacher or both are providing instruction (whichever teacher, ST or CT, is generally responsible for the classroom should be listed in the first box; the teacher who is secondarily responsible for instruction should be listed in the second box), the subject matter on which the teacher was focusing (include both CT and ST if both are teaching), the subject matter on which most of the students were focusing, and the number of students in the class at the time the rating was taken.

1. Classroom Format. There are 33 categories available to describe the format of the classroom (see the key on p. 41). The first twenty categories describe ways in which the teacher may organize the class for instruction. A format must last for at least one minute to be coded. Basically, they represent combinations of the following three variables:

a. The focus of the CT's attention; that is, to which part of the class s/he is directing his/her attention and whether s/he is actively teaching something or simply monitoring the students' progress on independent work.

b. The focus of the ST's attention, if s/he is instructing; that is, to which part of the class s/he is directing his/her attention and whether s/he is actively teaching something or simply monitoring the students' progress on independent work.

c. The focus of the students' attention at the time; that is, whether everyone in the class is paying attention to a single stimulus, working in groups with an adult, or attending to something individually at

their desks. In the case of individual assignments, it is important to note whether the students are working on the same assignment or whether they have different assignments.

Following is a list of each format code with its description. Note that there are only thirteen numbers assigned to the 33 format codes. Letters have been added to the numbers (i.e., 1, 1A; 4, 4A, 4B, 4C) to designate variations on the basic themes represented by each number. The key on p. 41 visually demonstrates this clustering of format codes.

Classroom Formats 1, 1A, 2, and 2A are <u>similar</u> in that they both have the teacher or student teacher focusing his/her attention on the entire class at once by teaching something to them, and the students' attention is therefore supposed to be directed toward the teacher or something else of central importance. The difference is their content -- whether academic or procedural.

1. <u>Cooperating teacher (CT) presentation to whole class, academic in nature</u>. In order to be classified in this format, activities in the room at the time must meet the above description, and in addition must focus on academic content. Some examples of this are: the teacher lecturing to the whole class; teacher asking questions and responding to answers from the whole class; teacher giving a science demonstration; teacher reading aloud a story to all of the students; teacher working at the chalkboard; teacher leading a spelling or math drill; teacher using an audio-visual aid, such as overhead projector, film, or television, to which the students are expected to attend; explaining <u>content</u> of assignments to the entire class; reviewing work with the class. If <u>four or fewer</u> students are doing something different while the rest of the class is being taught in this format, then the category should still be used.

1A. Student teacher (ST) presentation to whole class, academic in nature. This is exactly the same as Format 1, except that the student teacher is performing the activities.

2. Cooperating teacher (CT) presentation to whole class, procedural/behavioral. To be coded in this category, the activities in the classroom must fit the description of instruction given above, but the topic is classroom routines, procedures, rules, or behavior. This format is used frequently in the first few weeks of school, when it is often necessary to instruct students on classroom and school procedures. Examples of it might be describing to the entire class the way that they are to wear their name tags during the week, how they are to care for their books, how they are to enter the room in the morning, sharpen their pencils, go to the bathroom and get water, how they are to hand in their work each day, how they are to make transitions in the room or line up to leave the room, and presentation of an attention-getting signal to the entire class with an explanation of what it means.

2A. Student teacher (ST) presentation to whole class, procedural/behavioral. This is exactly the same as Format 2, except that the student teacher is performing the activities.

Format categories 3, 3A, 3B, 3C, 4, 4A, 4B, 4C, 5, 5A, 5B, and 5C are similar in that the teacher's or student teacher's attention is being focused on a subgroup (usually a small one), while other students in the class are working on other assignments. A small group is defined as a group of students who are in close proximity and not simply a few students who are at their individual seats. They must be getting teacher attention, either procedural or academic, for two or more minutes in length. The students who are not with the teacher are called "out-of-group" students. The differences

between these Formats have to do with whether or not these out-of-group students are working on same or different tasks, independently or with the instruction of the other adult (teacher/student teacher).

3. Cooperating teacher (CT) presentation to a small group with others in class working independently. All out-of-group students are on same task. (Note: one person, the cooperating teacher, is responsible for instruction.) This means that every out-of-group student is supposed to be working independently on an academic assignment and everyone is working on the same assignment. A typical example is for the teacher to be having a reading lesson with a small group, while everyone else in the class is supposed to be completing the same ditto sheet.

3A. Student teacher (ST) presentation to a small group with others in class working independently. All out-of-group students are on same task. This is defined exactly the same as Format 3, except that the student teacher is clearly responsible for conducting the small group instruction.

3B. One teacher (either CT or ST) presentation to a small group, with others in class working with the other teacher. All out-of-group students are on same task. This category should be used when both adults are clearly responsible for instruction; one of the teachers is with a few pupils and the other (either ST or CT) is actively instructing the larger group, all on the same task. The teacher with the larger group is coded first, for example: CT/ST.

3C. Each teacher (CT and ST) presenting to a small group with remainder of class working independently, all on same task. This category is used when each teacher (ST and CT) is responsible for instructing a small group while the rest of the class is working independently on the same assignment. In this instance whichever teacher is primarily responsible for the class should

be coded first. The following categories are also double coded, but in these instances the first code refers to the larger group.

4. Cooperating teacher (CT) presentation to small group with others in class working independently. Out-of-group students are on more than one task, but all of their assignments are within the same content area. (Note: the cooperating teacher is clearly responsible for instruction.) A typical example of this is the teacher working with a reading group, while other students in the class are also engaged in reading activities. Half of these out-of-group students are supposed to be working with SRA materials, while the other half are supposed to be working on reading worksheets.

4A. Student teacher (ST) presentation to small group with others in class working independently. Out-of-group students are on more than one task, but all of their assignments are within the same content area. (Note: one person, the student teacher, is clearly responsible for instructing the class.) This category is identical to Format 4, except that the student teacher is responsible for the class.

4B. One teacher (either CT or ST) presentation to small group with others in class working with the other teacher. Out-of-group students are on more than one task, but all assignments are within the same content area. (Note: both teachers are responsible for instruction.) This category should be used when one of the teachers is with a few pupils, and the other (either student or cooperating) teacher is instructing the larger group on a variety of tasks or assignments, all in the same content area. The teacher with the larger group is coded first, example: CT/ST.

4C. Each teacher (CT and ST) presenting to a small group with rest of class working independently. Out-of-group students are on more than one task, but all assignments are within the same content area. (Note: both

teachers are responsible for instruction). This category should be used when each teacher is with a few pupils, and the rest of the class is working independently on different assignments which are all in the same content area. The teacher who is primarily responsible for the class should be coded first. The following categories are also double coded but in these cases the first code refers to the larger group.

5. Cooperating teacher (CT) presentation to small group with others in class working independently. Out-of-group students are on more than one task in more than one subject matter area. (Note: only the cooperating teacher is responsible for instruction.) A typical example of this is the teacher working with a small group and listening to them read aloud while some of the out-of-group students are working on handwriting assignments, and while others are working on math assignments. The student teacher is not instructing the pupils.

5A. Student teacher (ST) presentation to small group with others in class working independently. Out-of-group students are on more than one task in more than one subject matter area. (Note: only the student teacher is responsible for instruction.) This is defined exactly the same as Format 5, except that the student teacher is conducting instruction.

5B. One teacher (either ST or CT) presentation to small group with others in class working with other teacher (either ST or CT). Out-of-group students are on more than one task in more than one subject matter area. This category should be used when both the student teacher and cooperating teacher are instructing the class. One is with a small group (possibly reading or doing remedial work), while the other is coordinating the instruction of out-of-group students (for example, some doing handwriting,

some science). The teacher with the larger group is coded first, for example: CT/ST.

5C. Each teacher (ST and CT) presenting to small group with others in class working independently. Out-of-group students are on more than one task in more than one subject matter area. (Note: both teachers are responsible for instructing a small group.) This category should be used when each teacher is working with a small group, while the rest of the class is working independently on a variety of tasks (e.g., some doing handwriting, others math dittos). Whichever teacher is primarily responsible for the class should be coded first. The following categories are also double coded but in these cases the first code refers to the larger group.

Formats 6, 6A, 6B, 7, 7A, 7B, 8, 8A, and 8B are similar in that the teacher's focus of attention is not directed toward teaching a lesson per se, but in circulating around the room to check on students who are working on academic assignments. The differences have to do with whether the students are grouped or not, whether they are working on same or different assignments, and which (or both) adult is moving around the room.

6. Independent individual activities. Each student is focused on his or her own individual work while the cooperating teacher (CT) circulates through the room. All of the students are working on the same task. (Note: only the cooperating teacher is monitoring the class in this fashion.) An example is the teacher telling everyone to work the same set of 10 problems out of the math book, and then circulating around the room while they are doing it. The student teacher may be observing or grading some papers. If the teacher is actually conducting a class discussion by interspersing brief questions with written answers which are immediately discussed, the format is not coded as a 6, but would instead be coded as a 1, since the focus of the

lesson would be the class discussion. The focus of Format 6 is on the students all completing the same assignment, but completing it independently.

6A. Independent individual activities. Each student is focused on his or her own individual work while the student teacher (ST) circulates through the room. All of the students are working on the same task. (Note: only the student teacher is monitoring the class in this fashion.) This is defined exactly the same as Format 6, except that the student teacher is the moving around the room while the pupils are doing their seatwork.

6B. Independent individual activities. Each student is focused on his or her own individual work while both the student teacher (ST) and cooperating teacher (CT) circulate through the room. All of the students are working on the same task. This is defined exactly the same as Format 6, except that both adults are moving around the room while the students work.

7. Independent individual activities. Each student is focused on his or her own individual work, while the cooperating (CT) teacher circulates through the room. The students are on different tasks. The only difference between this and Format 6 is that more than one assignment has been given to the students, so that not all of the students are doing the same assignment at the same time. There may be times when all of the students may be working on the same thing, and then some students gradually begin working on something else. The convention here is that when 4 or fewer students are doing something different from the rest of the class, the format should be coded as Format 6. When five or more students are doing something different for their individual work, the format should be coded as Format 7.

7A. Independent individual activities. Each student is focused on his or her own individual work, while the student teacher (ST) circulates through the room. The students are on different tasks. This is defined exactly the

same as Format 7, but only the student teacher is moving around while the pupils are working on different assignments.

7B. Independent individual activities. Each student is focused on his or her own individual work, while both the student teacher (ST) and the cooperating teacher (CT) circulate through the room. The students are on different tasks. The key point of distinction for using this category is that both adults are sharing responsibility for walking around the classroom while the pupils are working on various assignments.

8. Students are working in small groups with the cooperating teacher (CT) circulating throughout the room going from group to group. Note: only the cooperating teacher is circulating.) Students are engaged in some kind of group activity, such as playing a game or reading the parts of a play. They are doing this without the direct supervision of the teacher, except when he or she happens to monitor them. If assignments have been given by group, but the students in the group are not working with one another (i.e., they are still doing independent, individual work), it would be coded as Format 7.

8A. Students are working in small groups with the student teacher (ST) circulating throughout the room going from group to group. (Note: only the student teacher is moving from one group to the next.) This category should be used when pupils are engaged in group activities, without the direct supervision of the student teacher. The student teacher is clearly responsible for the class, however.

8B. Students are working in small groups with both the student teacher (ST) and cooperating teacher (CT) circulating from group to group. This code should be used only when both adults are sharing responsibility for instruction.

9. Classroom routines/procedures led by the cooperating teacher (CT). This category should be used for intervals of time in which preestablished routines such as warm-up and wind-down nonacademic activities, other procedures such as giving out, turning in, or handing back assignments and checking homework or quiz answers with no elaboration, are taking place under the leadership of the cooperating teacher. When a procedure is taking place, the subject matter code should be 12, classroom procedures and rules.

9A. Classroom routines/procedures led by the student teacher (ST). This code should be used whenever the student teacher is clearly responsible for the preestablished routines described in Format 9.

9B. Classroom routines/procedures led by both the student teacher (ST) and the cooperating teacher (CT). This code should be used whenever both teachers are clearly sharing responsibility for the routine activities described in Format 9.

10. Transition. This category should be used when students leave the room or are moving between small groups or getting out new materials for a different subject or different activity within the room.

11. Dead time. This category should be used when the entire class (or all but four or fewer students) has been left in "dead time." The teacher has not given them any definite assignments or communicated any expectations to them about what they are supposed to be doing. An example of this might be finishing a class discussion 5 minutes before lunch and not telling the children what to do then, so that they sit at their seats. Another example might be students waiting for another class to come in to begin some lesson which is team taught. Typically, dead time for an entire class is a short period of time in which the students are waiting for some transition to begin. It can also occur if the teacher is conducting a lesson and is

interrupted or called aside, and she leaves the students without making provisions for their doing anything.

11A. Dead time, student teacher. This category should be used when the student teacher is clearly responsible for having left all but four or fewer students in "dead time," as described in Format 11 above.

12. Adjunct task. This applies to tasks that are unrelated to the present academic activity. For example, a discussion of geography in a math class would be coded as adjunct. Other discussions of current events, social activities and similar tasks without any clear relationship to the subject matter of the class is coded as adjunct. When this format code is used, the subject matter code should be 18, Adjunct activity.

13. Other. If there is some activity which cannot be described by the preceding categories, the observer should code the format as 13. There should be a clear description in the Narrative of what was happening in the class at that time.

As part of A. Classroom Context, it is equally important to review the way in which subject matter is to be coded. The next two items, Subject-teacher focus and Subject-student focus, refer to the categories to be coded after 1. Format on the SER form.

2. Subject-teacher focus. The observer should note the code number of the subject matter on which the teacher is concentrating at the time. If the teacher or student teacher (whichever is responsible for the class) is addressing the entire class or a small group, the subject matter is the one that he or she is teaching. If both the CT and ST are responsible for instruction, list the subject matter code for the one responsible for the larger group first, and the subject matter for the teacher with the smaller group second. In cases where each teacher is with a small group, list the

subject matter code for whichever teacher is the focus of the observation first, and the subject matter for the other teacher second. If the teacher or student teacher is circulating about the room while the students are doing seatwork, the subject matter is that assigned to most of the students in the room. Whenever a teacher (either ST or CT) is observing the other one instructing, the subject matter for the observing teacher is coded "18 - Adjunct." A list of categories and code numbers appears below.

3. Subect-student focus. The observer should note the code number of the subject matter on which the students are focusing. In the event that the teacher is working with a small group, this category applies to those students who are out of the group, working at their seats or at other centers. For those instances where each teacher is with a small group, the subject matter code of the students should reflect the subject of most of the pupils in the room. Many times the focus of the teacher and students will be the same. A subject must last for one minute to be coded.

The subject matter codes are:

1 Reading

2 Spelling

3 Handwriting

4 Grammar or other aspects of Language Arts or "English"

5 Reading/Language Arts (Assignments which are a combination of the two subject areas, including anything in Categories 1 through 4 above.)

6 Math

7 Social Studies

8 Science/Health

9 Spanish/Foreign Language

10 Art

11 Music

12 Classroom procedures and rules

13 Social-emotional, affective focus, such as discussion of a fight or students' feelings

14 Transition

15 Dead time (see cefinition given for Format 11)

16 Other subject area

17 Mixed (A combination of two subject areas being taught at the same time other than the combination of Reading and Language Arts, which is categorized as #5. An example would be math, spelling, and reading assignments being worked on at the same time.)

18 Adjunct activity. An adjunct activity includes any instances where topics irrelevant to the main concern of a class are being covered, e.g., math during history class, current events during science, etc.. If the ST or CT is observing (not teaching) this should be coded as an adjunct activity.

There may be occasions in which a single activity is occurring, but it is not clear which subject matter should be noted, since two are actually involved in teaching some content. Examples of this are: learning to sing songs in Spanish and a science lesson that involves the application of math. In these cases, the observer should decide which is the primary focus of the lesson and categorize that. This is usually evident from the daily schedule or the teacher's announcement about the activity.

4. Number in class at time. This should be the total number of students who were in the room and could therefore be considered in the Student Engagement Rating. This may not represent the number of students attending class that day, since students may be in the bathroom or in other places in the school at the time of the rating. The number noted here should

be the total noted in the eight categories of student engagement for that rating.

B. Categories of Student Engagement

Every child in the classroom should be noted as to his/her engagement. The type of engagement of the students will be attributed to the person in charge of the classroom as indicated previously on the rating form. If both the CT and ST are teaching and, for example, all the ST's students are off-task while the CT's students are all on-task, this should be noted in the narrative, but does not affect the way the student engagement is noted on the rating form.

1. Definitely on-task, academic. Students classified in this category are those working on an academic assignment or receiving an academic presentation, and who are very clearly paying attention to the task. That is, the observer is very confident that they are actually engaged in the academic activity which the teacher is expecting them to be engaged in and attending to. In order to be considered academic in nature, the students must be receiving instruction from the teacher about some skill involved in reading, writing, spelling, grammar, math, etc., or some set of facts involved in these or other areas (e.g., social studies, science, music), or they must be using such skills or facts in completing an assignment. This category does not include instructions from the teacher about activities which are preparatory to beginning an academic task, or necessary for completing an academic task, such as those described under the two categories of "on-task, procedural," which follow. It does include activities after assignments which are related to academic skills -- reading library books, for example. If students are on-task and there is no specific reason for assuming that a student is not on-task, then code as definitely on-task.

2. Probably on-task, academic. Students falling in this category are those who are supposed to be working on an academic assignment or attending to an academic presentation, but who cannot confidently be said to be attending; however, they are not definitely off-task either. Students falling in this category might be those who are sitting at their seats with work in front of them, but who are looking up at the wall or out the window at the time the rating is taken. The student might be thinking about the task, he might be resting momentarily before returning to work, or he might be daydreaming. The observer cannot tell by simply watching the student; however, it is also clear to the observer that the teacher would not be likely to correct the student for his behavior at that time; that is, it is not clearly off-task, unsanctioned behavior.

3. Definitely on-task, procedural. Students classified in this category are those who are clearly engaged in some procedural activity which is preparatory to beginning an academic activity, or is necessary for finishing it. Such activities include moving through transition, sharpening pencils, getting out new materials or putting up used materials, turning in work, putting headings on paper, collecting books from other students, finding one's place in a textbook, and listening to a teacher give an assignment, when this doesn't involve the teacher actually presenting new academic information. For example, listening to the teacher explain that "Your math assignment is to do all of the problems on pages 72 and 73," would be on-task, procedural, but listening to the teacher say, "The way to add fractions is . . . ," would be on-task, academic. Sometimes procedural tasks involve the entire class (e.g., lining up to go next door for reading) and sometimes an individual will be doing something alone which can be considered procedural (such as turning in a paper). It also includes class procedures,

such as lining up for lunch or dismissal, collecting money from students, or any other procedure initiated by the teacher for the sake of getting something done.

4. Probably on-task, procedural. Students classified here are those whom you think are probably engaged in some procedural activity, but who are not clearly doing so. However, they are not obviously off-task or misbehaving. An example of this would be a student who is moving across the room, and you suspect that he is going to a skill box to pick up some materials, but it is not absolutely clear to you that he is doing this or just wandering around. The same category would apply to someone who is waiting near a supply area or waiting near the teacher's desk, and you suspect that the wait is part of continuing some academic activity, but you are not absolutely sure.

5. Off-task, sanctioned. Students are to be classified here when, at the time of the rating, they are involved in some activity that is not academic or procedural in nature, but which is allowed in the classroom. Typically, this involves a student's response to an individual need such as leaving his or her seat to go to the bathroom, get water, or go to and from the waste basket. Students involved in Format 12, Adjunct task and Subject 18, Adjunct activity, should be counted here (e.g., free-time coloring, etc.).

6. Off-task, unsanctioned. Students are classified in this category when they are very clearly misbehaving or doing something which the teacher does not permit. It is not essential that the teacher correct the students for them to be classified here. The definition of unsanctioned behavior depends on the rules each teacher has established for his or her class, and therefore, what is unsanctioned in one room may not be unsanctioned in

another. Typically, however, behaviors which would be classified here would be: talking to one's neighbor when this is not allowed, cheating on a test, playing around in a disruptive manner instead of working, and being out of one's seat when this is not allowed.

7. Dead time. Students should be classified here when the observer realizes that there is nothing specific which students are supposed to be doing and when they are not engaging in unsanctioned behavior. This would include students who are waiting for a transition as part of the whole class and students who have finished all of their assigned work and who have not been given anything else to do.

8. No data (Can't see). If there are students in the classroom who cannot be seen by the observer, they should be included in this category. This would include those who are working behind dividers and any student whose back is to the observer when it is necessary to see the face in order to make an accurate rating. This category would not include students who were out of the room at the time the rating was taken, since these students are not counted in the "Number in class at time" for that particular rating.

C. Degree of Student Success

Taking a Student Engagement Rating includes an assessment of the apparent level of student success over the past ten minutes' activity. The observer should estimate and rate, during whatever activity the SER is obtained, the extent to which students could perform the task demanded by the activity. If the activity has been procedural, then a rating should be made on the basis of the number of students who have been successful in following the procedure. When the activity has involved student performance or work on assignments, then the observer should estimate success from whatever aspects of student work that have been observed over the ten minute interval. If the

activity has been a teacher presentation, then success must be judged by students' responses to teacher questions and any other indications of students' lack of understanding or failure to learn.

Level of individual student success means at a moderate or high level. That is, a student is able to perform or work at acceptable levels without encountering frequent failure. An occasional error or misunderstanding should not be considered as evidence for a lack of success. If a child does not engage in a seatwork assignment at all, assume no success for him/her. The following list of numbers correspond to differing apparent levels of success.

5 = Very high; all students appear successful (moderate or high) at this point in the activity

4 = High; most students appear successful, but one or two may not be able to perform the task

3 = Moderate; three or four do not appear to be performing successfully

2 = Fair; between four students and up to one-half of the class are unsuccessful

1 = Low; more than one-half of the class cannot do the task

If the activity is continued through more than one SER, the rating of success should pertain only to student performance during the time since the previous SER.

CODING KEY

Formats

WHOLE GRP FORMAT

- 1 Coop. teacher presentation to whole class, academic
- 1A Student teacher presentation to whole class, academic
- 2 Coop. teacher presentation to whole class, procedural
- 2A Student teacher presentation to whole class, procedural

TASK SML GRP + SAME

- 3 Coop. teacher with small group, rest on same task (CT alone)
- 3A Student teacher with small group, rest on same task (ST alone)
- 3B One teacher with small group, rest on same task with other teacher (ST & CT both)
- 3C Each teacher with small group, rest on same task working independently

1 SUBJ.: SML GRP + DIFF TASK

- 4 Coop. teacher with small group, rest on different tasks, same content/subject matter (CT alone)
- 4A Student teacher with small group, rest on different tasks, same content/subject matter (ST alone)
- 4B One teacher with small group, one with rest of group, different tasks, same content (CT & ST both)
- 4C Each teacher with a small group, rest on different tasks, same content/subject matter

SML GRP + DIFF TSK/SBJ

- 5 Coop. teacher with small group, rest on different tasks, different content (CT alone)
- 5A Student teacher with small group, rest on different tasks, different content (ST alone)
- 5B One teacher with small group, one with rest of group, different tasks, different content (ST & CT both)
- 5C Each teacher with a small group, rest on different tasks, different content

TASK INDIV+SAME

- 6 Individual activities, cooperating teacher, all on same task (CT alone)
- 6A Individual activities, student teacher, all on same task (ST alone)
- 6B Individual activities, both student and coop. teacher, all on same task (ST & CT both)

TASK INDIV+DIFF

- 7 Individual activities, coop. teacher, different tasks (CT alone)
- 7A Individual activities, student teacher, different tasks (ST alone)
- 7B Individual activities, both coop. and student teacher, different tasks (CT & ST)

Formats, cont'd.

ALL GRPS.

- 8 Small groups, coop. teacher alone circulating (CT alone)
- 8A Small groups, student teacher is circulating (ST alone)
- 8B Small groups, both ST & CT circulating

S.O.P.

- 9 Classroom routines/procedures, CT alone
- 9A Classroom routines/procedures, ST alone
- 9B Classroom routines/procedures, both ST & CT

10 Transition

11 Dead Time, CT alone

11A Dead time, ST alone

12 Adjunct Task

13 Other

Subject Matter Codes

1 Reading
2 Spelling
3 Handwriting
4 Grammar
5 Reading/Language Arts (comb.)
6 Math
7 Social Studies
8 Science/Health
9 Spanish/Foreign Language
10 Art
11 Music
12 Classroom procedures, routines, and rules
13 Social-emotional, affective focus
14 Transition
15 Dead time
16 Other subject area
17 Mixed (other than # 5)
18 Adjunct Activity

Note: When both the ST and CT are responsible for conducting instruction, list the subject matter code for the one responsible for the larger group first, and the subject matter code for the teacher with the smaller group second.

Success Ratings: 1 = more than half the class cannot do the task;
2 = between four and half the class can't;
3 = 3 or 4 can't do it; 4 = 1 or 2 can't; and
5 = all are successful

RANDOM NUMBER SEQUENCE

Use the first number you choose to identify when to take the first SER. Cross off the random number after you use it. Then make subsequent SERs at 10 minute intervals.

4	8	6	6	3	9	4	8	4	5
8	5	8	6	8	6	4	3	4	6
10	9	3	7	9	3	10	4	6	8
9	10	5	8	9	10	4	7	3	4

Reference Notes

1. Brophy, J., & Evertson, C. Process product correlations in the Texas teacher effectiveness study: Final Report. (R&D Report 74-4). Austin: The University of Texas at Austin, Research and Development Center for Teacher Education, June 1974.

2. Good, T., & Grouws, D. Experimental research in secondary mathematics classrooms: Working with teachers (NIE-G-79-0103). Columbia, MO: University of Missouri, May 1981.

Sample Narrative Form and Annotated Example

Coop. Teacher # ____ Student Teacher # ____ School # ____ Observer # ____

Students ____ Grade ____ Date _____ AM PM Page ____ of ____

START BEG	END	ST ENG	
			1.
			2.
			3.
			4.
			5.
			6.
			7.
			8.
			9.
			10.
			11.
			12.
			13.
			14.
			15.
			16.
			17.
			18.
			19.
			20.
			21.
			22.
			23.
			24.
			25.

STOP

Annotated Example of Narrative Form

NOTE HOW ID FIELD IS COMPLETELY FILLED OUT

(Focus)
Coop. Teacher # 001 Student Teacher # 002 School # 14 Observer # 66

Students 29 Grade 6 Date 11/19/81 AM PM Page 1 of 10

BEG	END	ST ENG	
START	1:00		OBSERVER HAS RECORDED START TIME.
			1. When the observer comes into the classroom, there is a film
			2. that's being shown. The class is watching. The CT is at
			3. back of the room, observing. The ST not in the room. The
			4. film is about ocean life, crabs and other sea life that li
			5. near the shore. There is an occasional snicker by the cla
			6. as the film moves forward, however the class is generally
T-1:01			7. quiet and listening. At this point, the film was over. T
			8. CT announces, "Let's see who can be a fast starter." The k
			9. hurriedly pull out papers and attempt to get ready at thei
			10. chairs. There is some noise, but most of it is the racket
			11. kids hurrying to try and get ready. The CT says, "I've got
			12. and names one child, and then names another child, then na
			13. a third child. She gives the instruction, "Write four main
			14. ideas." [Apparently referring to the film they had just
			15. seen.] A boy in the back of the room, whose name I believe
			16. Chris and I'll call him Chris throughout this, is up in the
			17. back talking to the CT. He says that he can't remember an
			18. thing. The CT responds to him to sit at his desk and to wo
			19. on it. The CT goes to the front, and the boy, Chris, foll
			20. her up there. The CT then writes the names of the fast
			21. starters on a board up on the front that has a big sign
			22. saying 'Fast Starters in Room 4,' and the names of the chi
			23. ren. She includes the whole class. Chris goes back to his
			24. desk at the back of the room. She gets a boy at the back
1:03			25. the room to turn off the film when it's re-wound. The boy
STOP			

OBSERVER USES ABBREVIATIONS.

T-1:01 ← OBSERVER INDICATES "T" FOR TRANSITION + TIME WHEN ACTIVITY DESCRIBED IN TEXT CHANGES.

OBSERVER BRACKETS INTERPRETATIONS AND COMMENTS.

NOTE FREQUENCY WITH WHICH THIS OBSERVER RECORDS TIMES.

NARRATIVE FORM

(Focus)

Coop. Teacher # 001 Student Teacher # 002 School # 14 Observer # 66

Students 29 Grade 6 Date 11/19/81 AM PM Page 2 of 10

START

BEG	END	ST ENG	
			1. fixes the film, and Chris, who is at his desk, is busily
			2. drawing. During most of the rest of this observation, Chris
			3. is coloring some picture. [The observer thought, up until he
			4. turned it in, that the picture was probably an off task acti-
			5. vity. It may not be; it may be some science drawing related
			6. to another lesson. He does turn it in later in the observa-
			7. tion.] The other Ss in the class are all busily writing.
1:0		1	8. The CT announces, "Pencils down." She turns the lights out.
			9. "Hands down," she says. She then announces, "We're going to
			10. discuss this," then goes over to the side of the room by the
			11. board and asks, "Where's the setting for this film?" A boy
			12. responds, "The ocean shore." The CT repeats, "The ocean
			13. shore. The ocean shore. What other kinds of shore can there
			14. be?" The boy explains that there can be lake shores, and the
			15. CT says, "Yes. You've been very specific about your answers.
			16. It's not just any shore. It's a specific shore. It's the
			17. ocean shore." [I forgot to mention that, when she asked the
			18. question, she made reference to the fact that the setting for
			19. this film is very similar to a question that one might ask
			20. about literature, about where you ask about the setting of
			21. the story. And she says, "The setting of this particular
			22. event. This particular event also has a setting."] CT then
			23. asks a question, "What are some of the problems that you
			24. observed in the film?" One S's response, "All the different
			25. animals trying to protect themselves." "Good," she says,

NOTE HOW OBSERVER HAS RECORDED TIME AND NUMBER OF SER.

NOTE CHANGES IN CT'S POSITION IN CLASSROOM.

OBSERVER HAS RECORDED SOME DIRECT QUOTES OF THE CT'S INTERACTION WITH PUPILS.

STOP

NARRATIVE FORM

OBSERVER CONTINUES TO FILL OUT THE ID FIELD ON EACH PAGE.

(Focus)

Coop. Teacher # 001 Student Teacher # 002 School # 14 Observer # 66

Students 29 Grade 6 Date 11/19/81 AM PM Page 3 of 10

START

BEG	END	ST	ENG	
				1."but what specifically is the problem? Can somebody else
				2. summarize what he said?" Another boy explains that there's
				3. prey, and the CT responds, "What do we call the one's who's
1:07				4. eaten?" Nobody seems to know the answer. She says, "What d
				5. we call an animal who will be eaten by another animal?"
				6. Another boy attempts to answer, "Cornivore." The CT explains
				7. that, "Yes, it could be a carnivore," and explains that, "We
				8. have talked about animal who eat meat." She then explains,
				9. "We're not talking about animals that eat meat. I'm asking
				10. what do we call someone who may eat me?" Finally, a child
	OBSERVER HAS INDICATED CHANGES IN C-'S LOCATION AND C-'S USE OF VISUAL AIDS.			11. responds with the word, "Predator." The CT writes the words
				12. 'predator' and 'prey' on the blackboard, and draws a line fr
				13. the predator to the prey, saying, "The predator is the one
				14. that eats his prey," and points to the prey. She then asks
				15. "What's another kind of problem that we saw in this movie?"
				16. Somebody responds with, "Tides," and explains something that
				17. the observer can't hear. The CT asks, "Can anyone add some
				18. thing to that?" About eight hands go up. She writes 'tides
				19. on the board. A S explains that they will get mashed on th
				20. shore by the tides, referring to the animals, because they
				21. are not adapted to the shore, explaining how fish [What
	COMMENTS ARE STILL BEING BRACKETED.			22. she's attempting to explain is that the fish could wash u
				23. on the shore.] The CT asks, "What word did she use? What
				24. word is especially important?" A S responds with the word.
				25. "Adapted." The CT writes, 'Not adapted to the dry land.'

STOP

(Focus) NARRATIVE FORM

Coop. Teacher # 001 Student Teacher # 002 School # 14 Observer # 66

Students 29 Grade 6 Date 11/19/81 AM PM Page 4 of 10

START

BEG	END	ST ENG	
			1. on the board. She then asks the question, "Have many of you
			2. ever been knocked over by a wave?" Just about all the hands
			3. in the class go up. "How does that feel?" she asks. One S
			4. responds, "Fun." The CT asks, "When could it not be fun?"
1:12			5. A S explains, "You might hit something, like a shell or a
			6. rock in the water." The CT explains, "Yeah, you might say
			7. that someone was dashed against the rocks." She then asks,
			8. "Where are the shore animals adapted to?" A S responds with,
			9. "The shore." The CT asks, "What type of environment are the
			10. adapted for?" There is no answer. She asks again, "Where do
			11. you find animals?" She's working with one particular boy.
			12. The boy responds with, "Shore." She then asks a question,
			13. "How would you describe this land?" The S responds with,
			14. "Water and shore." "Yes," she responds, "they have both land
			15. and water." She then asks the question, "What about the
			16. opposite? And by the opposite I mean what about the opposite
1:14		2	17. of being pushed onto the land?" She then works on the Ss,
			18. trying to get the Ss to explain the notion of getting dragged
			19. out into the water. She is looking for a particular word.
			20. She then gives several different kinds of prompts in the
			21. usual style that she has used throughout, searching finally
1:16			22. for the word 'undertow.' She asks the question, "If they
			23. were pulled under the water, what might happen?" A S respond
			24. with, "Drown." "That's true," she says, "they might drown."
			25. Another S says, "They might be crushed by the water." "That'

TIME AND NUMBER OF SER

NOTE OBSERVER'S USE OF GLOBAL OR SUMMARY DESCRIPTION -- ONLY AFTER HE/SHE HAS DESCRIBED CT'S INTERACTIONS WITH MANY QUOTES.

STOP

NARRATIVE FORM

(Focus)
Coop. Teacher # 001 Student Teacher # 002 School # 14 Observer # 66

Students 29 Grade 6 Date 11/19/81 AM PM Page 5 of 10

START

BEG	END	ST ENG	
			1. right, too," she responds. Another S responds with, "They
			2. might not find food, or there might be other predators."
			3. "Okay. Good," she says, "If you were a hermit crab, you'd
			4. have gills for part of your life cycle and be adapted to
			5. the water. But then, part of your life cycle you are adapted
			6. to the shore. What might happen if you were adapted for the
			7. shore and you are pulled out into the water? You might
			8. drown," she says, "not as quickly as a human being, but you
			9. still might drown." The CT then asks, "What else protected
			10. those animals on the shore?" Some Ss respond with, "The sand
			11. and the rocks." She then summarizes this part of the lesson,
			12. that there are several different kinds of problems that can
1:19			13. occur on the shore and occur to the animals. Chris, in the
			14. back, is coloring throughout this whole time. He participate
			15. occasionally, and offers some suggestions in a lesson, but by
			16. and large he spends his time working on his own work in the
			17. back of the room. The CT then asks the question, "Does any-
			18. one have an example in your notes?" About five hands go up,
			19. and then eight hands go up. She is asking for an example
			20. about other information in the film. The S explains somethin
			21. about crabs, but it is not understandable to the observer.
			22. The CT responds with, "You're indicating that there are some
			23. special features that a crab has. Can anyone help him? What
			24. are those features called?" One S responds with, "Claws."
			25. "Yes," she says, and then, "anything else?" Another S says,

STOP

ID FIELD IS STILL BEING COMPLETED.

NARRATIVE FORM

(Focus)
Coop. Teacher # 001 Student Teacher # 002 School # 14 Observer # 66

Students 29 Grade 6 Date 11/19/81 AM PM Page 6 of 10

START

BEG	END	ST ENG	
			1. "The shell." Another S talks about digging in the sand on
			2. the shore, and the CT asks, "How is the sand on the shore
			3. different from sand anywhere? Is the crab adapted to live
			4. say in the desert in the sand?" A S explains,"no, that
			5. the sand at the shore is wet." She asks, "How is wet sand
			6. different than dry sand?" A S explains that it would stick
			7. to him. The CT then asks a question, "What is he trying to
			8. do?" Someone responds with the answer, "He's trying to hide
			9. She then asks for another example of a case like this. A S
			10. raises her hand, and the CT calls on her. The S then looks
			11. somewhat puzzled as to what to say, and responds, "It was
			12. another thing." The CT responds with, "Go on." The S then
			13. tells about a starfish and the suction cups that the starfish
			14. have. "What are those things?" says the CT, "Have you ever
			15. seen suction cups on a toy? Where do they come from and what
			16. do they do?" she asks. "Maybe they copied those from nature,"
	OBSERVER HAS RECORDED TEACHER ATTENTION TO INAPPROPRIATE BEHAVIOR.		17. the CT explains. She then says, "Thank you for the good
1:23			18. answer, Carla." The CT calls out, "Becky, you're still
			19. writing. You should be participating." She comes around to
			20. the side of the room. Becky quickly puts up what she was
			21. writing on. "I think you all enjoyed hearing about the
1:24		3	22. hermit crabs," says the CT. Chris is still coloring in the
	TIME AND NUMBER OF SER.		23. back of the room. The CT hands a film to the girl that she
			24. has just remprimanded, and that girl leaves the room. The
			25. observer assumes to put the film up, to turn the film in.

STOP

(Focus) NARRATIVE FORM

Coop. Teacher # 001 Student Teacher # 002 School # 14 Observer # 66

Students 29 Grade 6 Date 11/19/81 AM PM Page 7 of 10

START

BEG	END	ST ENG	
			1. The CT asks, "Who has had a hermit crab, and what can you te
			2. me about them?" One boy raises his hand and tells about
1:26			3. having a hermit crab. A boy explains that there were some
			4. minnows in the aquarium, and he had a hermit crab, and the
			5. hermit crab went after the minnow. The CT asks the questio
			6. "Which is the predator and which is the prey?" The boy
			7. answers that the predator was the crab and the minnows were
			8. the prey. "Yes," the CT repeats, "The crab was the predator
			9. and the minnows were the prey." Another girl tells another
			10. story about how her hermit crab got out and the cat chased i
			11. around the room, but the cat didn't eat the crab. The CT
			12. then asks the class what the hermit crab had to protect it
1:27			13. from the cat. And a S responds that they have a shell.
			14. [Isn't this wonderful how the CT so cleverly ties in these
			15. somewhat random stories by the Ss into the lesson, using the
	SUBJECTIVE REMARKS ARE		16. words and language and facts that they've seen in the film
	CLEARLY KEPT		17. to tie to these everyday basic events that these children
	SEPARATE FROM		18. have experienced.] The CT signals to a boy in the back that
	NARRATIVE TEXT.		19. has helped with the projector to pick up the cord, which he
			20. does very quietly, and he begins to put the projector away.
			21. There are four or five hands up. There's a couple of boys
1:28			22. who don't seem to be paying attention. Just as the observer
			23. notices it, apparently the CT also observes it. She announce
			24. "Let's be good listeners and look at the speaker," and calls
			25. the name, "David." They listen then quietly to the person

STOP

NOTE AGAIN THE FREQUENCY WITH WHICH OBSERVER #66 RECORDS TIMES.

NARRATIVE FORM

(Focus)

Coop. Teacher # 001 Student Teacher # 002 School # 14 Observer # 66

Students 29 Grade 6 Date 11/19/81 AM PM Page 8 of 10

START

BEG	END	ST ENG	
			1. finishing another story. At this point, she says, "Now I
T- 1:28			2. want to see your paper. Take out your blank paper," some othe
			3. kind of papers. She called on Ann to pick up the papers. Sh
			4. then announces again, "Let's see how many fast starters there
1:29			5. can be. "Words only," she says, "Let's go." There's lots of
			6. movement in the class, the lights click off, and then they
			7. flick on. "Let's how many fast starters there are, let's go."
			8. She begins calling names, calls several names. She's moved
			9. around to the front and turned on the overhead projector, on
			10. which there were lists of words. Some of the words are:
			11. dissolve, distribute, splender, medium. She then goes and
			12. begins writing on the fast starter board again. "I'm so
			13. proud," she says, "that this is the second time today that
			14. I've put the whole class on the fast starter board." Ann,
			15. who has picked up the papers, is up at the desk. Chris, in
			16. the back, has gone up to talk with the CT. Another boy seems
			17. to be having some problems with getting a pen to work, and
			18. he is talking to the CT also. There's a couple of Ss who are
			19. talking quietly. Most of the class, however, is in dead
			20. silence, with everyone busily working. The one boy is still
	NOTE THE CHANGE		IN FORMAT WHICH HAS BEEN DESCRIBED.
			21. looking for a pen. The CT is circulating around the room.
1:32			22. Chris is back at his desk, coloring again. Other words that
			23. are written on the board include: prominent, appreciate,
			24. license, discharge. CT goes to Chris in the back of the
			25. room and they discuss something very quietly. CT continues

OBSERVER HAS INDICATED THIS TRANSITION FROM DISCUSSION.

TEACHER MOVEMENT IN CLASSROOM IS EXPLAINED.

STOP

NARRATIVE FORM

(Focus)

Coop. Teacher # 001 Student Teacher # 002 School # 14 Observer # 66

Students 29 Grade 6 Date 11/19/81 AM PM Page 9 of 10

START

BEG	END	ST ENG	
			1. to circulate around the room. A couple are talking over at
1:35		4	2. the side. The CT circulates, mostly looks and peaks over
			3. their shoulders. She's not really asking questions or helpi
			4. them very much, just simply looking over their shoulders to
			5. see how they are doing. The class seems to be very successf
			6. at this work. One girl goes up to the CT and asks her a
			7. question, and they discuss something very quietly. The girl
I -			8. goes back to her seat. Two girls, at this point, come into
1:37			9. the room with a box. They announce in a somewhat loud voice
			10. "We need to talk to the class." The CT then announced, "Hea
1:28			11. up and listen." They explain very quickly about that they
			12. are collecting books to be sent to Mexico, and that tomorrow
			13. is the last day, and if anyone has any books to contribute,
			14. then they need to bring them in the morning. They then leav
	I		15. the class. CT explains, "Now _____ is our library
			16. monitor. If you have any books, give them to her in the
			17. morning and she'll turn them in for you." She goes on to say
			18. "You know what you are to do. Let's get finished so we can
			19. do acting out." Another girl comes up to the CT and talks t
1:40			20. her briefly. The CT must have said something to her about
			21. getting a book, because this girl goes and gets a book from
I			22. the library over on the side of the room. Another S comes in
			23. the room and interrupts for just a second, in and out perha
			24. in about ten seconds. Two boys are up talking with the CT.
			25. Another girl gets up and gets an umbrella. There is a litt

NOTE HOW OBSERVER HAS RECORDED AND DESCRIBED THIS INTERRUPTION.

OBSERVER TELLS HOW CT SPEAKS TO WHOLE CLASS YET ATTENDS TO INDIVIDUALS AS WELL.

STOP

NARRATIVE FORM

(Focus)

Coop. Teacher # 001 Student Teacher # 002 School # 14 Observer # 66

Students 29 Grade 6 Date 11/19/81 AM PM Page 10 of 10

START

BEG	END	ST	ENG	
				1. more light talk at this point. There are two girls now over
				2. by the library talking, and another boy coming up to the CT.
1:41				3. CT is telling several Ss about the lesson. CT then blinks a
1:42				4. light out, and it quiets very quickly. She then says, "Thank
				5. you, Mary. I see that some of you are doing what you're
				6. supposed to do when you're finished." She then says, "Who
				7. can tell me what you should be doing when you are finished?"
				8. A S then gives an answer and explains the kind of activity
				9. they are supposed to be doing when they are finished. They
				10. then go on with their work. It's a little noisy. Many of
(T)				11. the Ss are clearly finished with their work at this point.
1:45			(5)	12. This is the end of the observation. This is more or less a
				13. transition time here, where they seem just about ready to go
				14. into their acting out section next. [Observer's footnote:
				15. It seems to me important to look at the ST and the CT in this
				16. particular group. Both of them used a very similar style of
				17. teaching on this date, 11/19. The CT appears to the observer
				18. to be much more adept at using the question and answer format
				19. being able to respond to the children's answers to lead them
				20. to the correct answers, to have an ongoing dialogue between
				21. the class and the Ss. The Ss were much more actively
				22. involved with the CT than they were with ST, although the
				23. ST clearly attempted to use the kind of style that the CT
				24. used in the afternoon. End of comments.]
				25.

NOTE HOW OBSERVER RECORDS TIME POINTS TO CORRESPOND TO EVENTS IN TEXT.

YES, IT IS POSSIBLE FOR A TRANSITION TO OCCUR AT THE SAME TIME AS THE SER. OBSERVER NEEDS TO INDICATE BOTH.

STOP

Appendix B

Sample Student Engagement Rating Form and Annotated Example

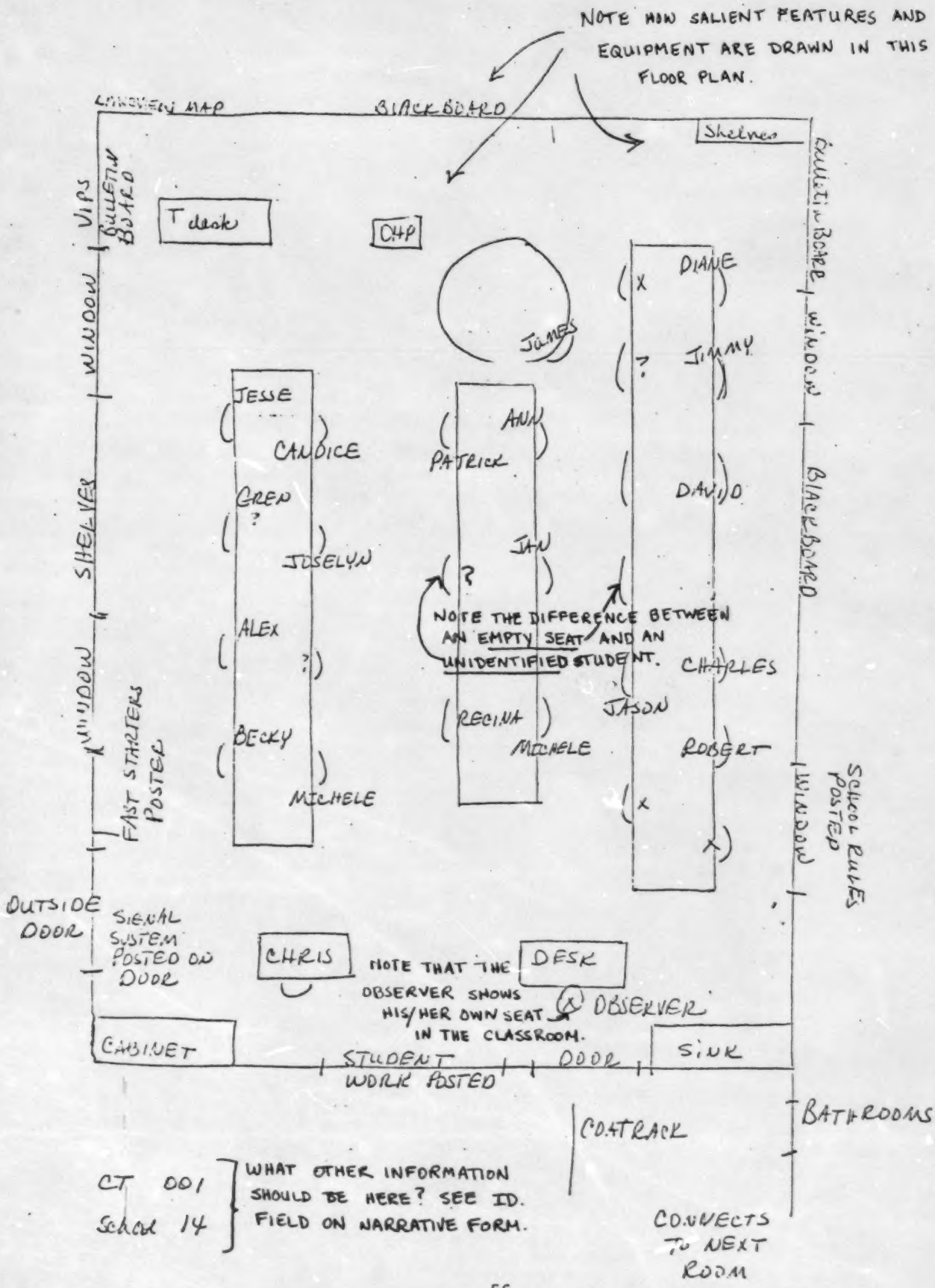
Main focus of observation (ST or CT) _____

Coop. Teacher #____ Student Teacher #____ School #____ Observer #____

Students_____ Grade_____ Date _____AM PM Page ____ of _____

	1	2	3	4	5
Time					
Format # of adults					
Who is instructing					
Subj.-T.					
Subj.-Ss.					
# in room					
# def. on, acad.					
# prob. on, acad.					
# def. on, proc.					
# prob. on, proc.					
# off, sanc.					
# off, unsanc.					
# dead					
# can't see					
Ss Success					

	6	7	8	9	10
Time					
Format # of adults					
Who is instructing					
Subj.-T.					
Subj.-Ss.					
# in room					
# def. on, acad.					
# prob. on, acad.					
# def. on, proc.					
# prob. on, proc.					
# off, sanc.					
# off, unsanc.					
# dead					
# can't see			59		
Ss Success					


NOTE HOW SALIENT FEATURES AND EQUIPMENT ARE DRAWN IN THIS FLOOR PLAN.
LANGUAGE MAP
BLACKBOARD
Shelves
BULLETIN BOARD
VIPS BULLETIN BOARD
T desk
CHP
WINDOW
SHELVES
WINDOW
FAST STARTERS POSTED
OUTSIDE DOOR
SIGNAL SYSTEM POSTED ON DOOR
CHRIS
NOTE THAT THE OBSERVER SHOWS HIS/HER OWN SEAT IN THE CLASSROOM.
DESK
OBSERVER
CABINET
STUDENT WORK POSTED
DOOR
SINK
BATHROOMS
COATRACK
CONNECTS TO NEXT ROOM
WINDOW
BLACKBOARD
WINDOW
SCHOOL RULES POSTED
JAMES
DIANE
JIMMY
DAVID
JESSE
CANDICE
GREG
JOSELYN
ALEX
BECKY
MICHELE
ANN
PATRICK
JAN
REGINA
MICHELE
CHARLES
JASON
ROBERT
NOTE THE DIFFERENCE BETWEEN AN EMPTY SEAT AND AN UNIDENTIFIED STUDENT.
CT 001
School 14
WHAT OTHER INFORMATION SHOULD BE HERE? SEE ID. FIELD ON NARRATIVE FORM.

Appendix B, cont'd.: Annotated Example of Student Engagement Rating Form

Note: This SER Form corresponds to the Sample Narrative in Appendix A.

Main focus of observation (ST or CT) CT

ID. FIELD IS COMPLETED

Coop. Teacher # 001 Student Teacher # 002 School # 14 Observer # 66

Students 29 Grade 6 Date 11/19 AM (PM) Page 1 of 1

ST NOT PRESENT, SO THE OBSERVER LEFT OTHER CELL BLANK.

RECORDED TIMES HERE AS WELL AS ON NARRATIVE

	1		2		3		4		5	
Time	1:04		1:14		1:24		1:34		1:44	
Format # of adults	6	1	1	1	1	1	6	1	7	1
Who is instructing	CT		CT		CT		CT		CT	
Subj.-T.	8		8		8		2		2	
Subj.-Ss.	8		8		8		2		2	
# in room	29		29		29		29		29	
# def. on, acad.										
# prob. on, acad.	29		29		28		28		13	
# def. on, proc.									3	
# prob. on, proc.									10	
# off, sanc.					1		1		3	
# off, unsanc.										
# dead										
# can't see										
Ss Success	5		4		5		5		5	

OBSERVER REMEMBERED TO MAKE SUCCESS RATINGS REFLECTING THE FULL 10-MINUTES.

OF STUDENTS IN ROOM = # STUDENTS IN THE OTHER ENGAGEMENT CATEGO

	6		7		8		9		10	
Time										
Format # of adults										
Who is instructing										
Subj.-T.										
Subj.-Ss.										
# in room										
# def. on, acad.										
# prob. on, acad.										
# def. on, proc.										
# prob. on, proc.										
# off, sanc.										
# off, unsanc.										
# dead										
# can't see										
Ss Success										

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Appendix C

A Guide to Classroom Protocol for the Novice Observer

The following list of recommendations is intended to prevent problems from arising. Some of them deal with office management and some of them deal with the presence of observers in the schools. It is suggested that all observers read these carefully: the different items might serve as reminders to those already versed in classroom observation in addition to assisting to novice observers. Should there be any remaining questions or concerns, it is advisable to discuss them with the person responsible for observer training.

1. On the first occasion to observe a teacher, the observer needs to introduce him- or herself and identify the research project being represented. The observer should ask where the teacher would like him/her to sit, yet be certain that most of the students and classroom are visible from that location. If the observer is aware that visibility may be a problem, he/she may request another seat.
2. On the first day in a particular classroom, the observer should arrive about 15 minutes early to begin writing a description of the room together with a floor plan and seating chart.
3. All notes and forms should be completed in ink or ball-point pen; pencil wears and does not photocopy clearly.
4. Be certain that all identification field information at the tops of the forms and at the bottom of floor plans and seating charts is filled in. Check the SER form for completeness and accuracy as well.
5. The observers should tape all narratives as soon as possible after their observations, putting all identification field information on each tape.
6. After each narrative has been taped, all materials should be checked in and filed in the appropriate places. A completed observation should

yield the following items:

a. rough draft of the narrative

b. floor plan and seating chart

c. Student Engagement Rating Form

d. tape of the narrative

7. One useful way to disseminate information of observers is through an Observer Bulletin Board. Notes with feedback, new information, observer assignments, and requests for clarification of completed forms may be posted there. If this system is used, it is imperative that observers be instructed to check the Board frequently, especially as they begin to turn in narratives and other materials.

8. The coding key (see p. 41) should be consulted as needed during any given observation. If problems arise in coding a particular behavior, the observer may make a note and look it up in the guidelines later. Again, if a clear decision is not possible the observer should discuss that situation with the person responsible for observer training. Detailed narratives with frequent time notations make problem solving easier because of their increased accuracy.

9. In coding, the observer should be as inconspicuous as possible. He or she should avoid standing up to look at someone more closely, making eye contact with students, or following students around the room.

10. The observer should not respond to students' comments or questions in any but the most perfunctory manner possible. Usually this type of reaction dissuades students from continuing to interact with an observer.

11. The observer should avoid leaving or entering the classroom in the middle of a teacher presentation. Leaving during a transition or during seatwork is preferable.

12. Observers should try to learn the names of the students being observed as soon as possible. Fill in the students' first names on seating charts as they are heard, and include students' names wherever possible in the narrative.

13. The promise of confidentiality to all participants must be kept. For this reason, observers are advised to not discuss a particular teacher or student with anyone. This issue is even more important when student teachers are participants, because it would be both unfair and unethical to jeopardize their positions with cooperating teachers, university personnel, etc.

14. Being inconspicuous means dressing in such a way that observers fit into the background. The best rule of thumb is to dress neatly and conservatively in a way that won't draw attention from pupils, teachers, or principals.

15. Part of being as inconspicuous as possible, and related to items 14 and 15 above, is talking as little as possible with teachers or other observers about the participants. Generally speaking, observers should try to remain involved and occupied with their coding. If a teacher speaks to an observer, his/her response should be pleasant, sympathetic, noncommital, and brief. Observers should not give advice or evaluative feedback of any kind on a teacher's performance. They are present only as observers and not as supervisors or critics.

Appendix D

Concepts and Terms Adapted from the Classroom Organization and Management Studies

Acccuntability is established by teachers to varying degrees, in any of several ways: by consistently checking and/or grading classwork and homework; by setting standards for neatness and completeness; by enforcing due dates; by keeping parents well-informed of students' progress; by communicating clear objectives and goals to students; and by helping students keep records of their own work, grades, and progress in the course.

Consequences refers to rewards, incentives, deterrents, and penalties which teachers use to encourage and maintain appropriate student classroom behavior and academic performance. Examples of positive consequences in the classroon are: teacher smiles, compliments, pats on the back, notes or stickers on written work, privileges such as going first in line or running errands, reward time to play games or enjoy special activities, tokens, concrete rewards (prizes or candy), posting or other public recognition of good work. Examples of negative consequences (deterrents) includes: asking a student to state a rule he/she has violated, eye contact and nonverbal signals, telling a student to stop a behavior, isolation or moving a student's desk, conferences, detention after school, being denied an activity such as recess or games, behavior contracts, demerits, writing a "fine," or referral to the principal.

Cooperating Teacher Modeling occurs when a cooperating teacher demonstrates a lesson, a procedure, and/or use of classroom equipment to the student teacher. This will usually be indicated by some verbal instruction to the student teacher, but nonverbal cues such as eye contact may also be used.

Cooperating Teacher - Student Teacher Interaction refers to every verbal and non-verbal exchange between the cooperating teacher and the student teacher.

Credibility is established when the teacher consistently enforces rules, requests student compliance with directions, and follows through stated penalties for infractions. When the teacher says, "Stop that or I'm going to keep you all after school," can he or she do it (can students who ride the bus be kept after school?) and will he or she do it? (Or is it a bluff?) If a teacher has high credibility, students believe what he or she says. See also the term, "Expectations."

Dead Time is an interval of time in which the student or students apparently have nothing that they are supposed to be doing. They are either between activities, or have been left temporarily by the teacher with no provision made for their becoming involved in an instructional activity.

Disruptive behavior refers to unsanctioned pupil behavior that interferes with instructional, attentional, or work activities of the teacher or more than two other students.

Expectations of student behavior are communicated by the teacher in various ways. Explicitly, a teacher tells students what to do and what not to do. Implicitly, a teacher communicates expectations by saying one thing and doing another (e.g., the teacher tells students to stop talking. They continue. After three times, the teacher gives up. The students learn that if they persist, they can have their way. They learn that the teacher's expectations are not really for them to cease talking.) See also the term, "Credibility."

Feedback is information given by teachers to students regarding their performance of tasks and behavior in class. Consciously or unconsciously,

teachers give constant feedback regarding classroom behaviors. Feedback can be academic, such as notes and grades on papers or compliments for students who answer correctly or bring up a good point. Feedback also is given to students about their appropriate or inappropriate behavior in class, such as reminding a student of the procedure for passing in homework papers to the end of the row or ignoring students who call out while recognizing only those students who raise their hands.

Inappropriate student behavior includes inattentive or unsanctioned behaviors that involve only one or two students, such as whispering during a teacher presentation, writing notes, eating snacks, etc.

Interruptions are defined here as distracting events which force the teacher's attention (and often also the class's attention) to some unplanned event. This might include a messenger coming into the room from the office, an announcement over the loudspeaker, a fire drill, a fight in the room between two students, or a student being sick and being sent to the office. The teacher's manner of responding to and coping with interruptions is an important aspect of classroom management.

Joint Teaching Activities can occur when both the cooperating teacher and student teacher may be responsible for teaching. The most frequent possibility is the case in which both the cooperating teacher and the student teacher are in charge of small groups or are both working with individual students. This is a situation of joint teaching. Another case of joint teaching may occur when each teacher gives part of a lesson. This should only be considered joint if both the cooperating teacher and the student teacher clearly share the responsibility, for example, a math lesson on fractions in which the cooperating teacher delivers instruction using one activity and the student teacher uses similar concepts in another activity.

Monitoring means maintaining surveillance of the students in the clasroom. A good monitor knows as much as possible about what is happening in the classroom at all times, with respect to both student behavior and academic progress. A teacher monitors students' work by circulating around the room, checking papers, redirecting the misguided, and encouraging appropriate behavior.

On-task is another way of saying "doing what you are supposed to be doing"; off-task is another way of saying "doing what you are not supposed to be doing" or "not doing what you are supposed to be doing." For example, if a student is working on an assignment or is turning in an assignment at the teacher's desk, that student is on-task. On the other hand, if students are talking while the teacher is explaining an assignment, or if the teacher has instructed the students to take out paper and pencils and students are reading books instead, they are off-task. Note that whether or not a student is on- or off-task should not be judged as necessarily good or bad; it depends on the teaching situation.

Pace refers to the rate of presentation of information, either the directions or the lesson content. Whether or not the pace is appropriate is best judged by whether most (all but 2 or 3) of the students follow the directions and/or are responding appropriately to what the teacher is saying. If many students are idle, off-task, looking at one another's work, or raising their hands with questions (e.g., "What page are we on?" "Would you repeat that?"), it is reasonable to assume that there is a problem with the speed of presentation of information.

Procedures include routines established by the teacher to facilitate functioning of the class. A procedure is a set of guidelines about how to do something that has to be done on a regular basis. The most important

characteristic of a procedure is that it has been planned and presented to the class as a way of doing something. In classes with simple, clearly defined procedures, there is little confusion and shorter transition. Procedures may include getting pencils sharpened, paper and books distributed, getting the students' work turned in, etc.

Rules are similar to procedures in that they are established agreements about behavior in the classroom, but they are more often definitions of what not to do. When rules are carefully chosen and communicated by the teacher, students have clear ideas of sanctioned and unsanctioned behavior in that class. Rules may govern when talking is allowed, when it is appropriate and inappropriate to move around the class, chew gum, eat snacks, etc.

Signals or various cues may be used by a teacher to get students' attention, to tell the class to get quiet, or convey other messages. In secondary school classrooms, a teacher may signal by standing at a certain place in the room, turning on the overhead projector, or making statements such as "All eyes on the board." In elementary school classrooms, a teacher may signal by ringing a bell, snapping his/her fingers, turning off the lights, or making statements such as "Let me see your eyes." The teacher may also use posture, movement, or eye contact as signals. Signals are most effective when they are consistent and deliberately used. Often the teacher presents important signals to students at the beginning of the year and teaches the expected responses.

Task Orientation refers to the degree of student willingness to do the work assigned. In highly task-oriented classes, the students usually understand the objectives, which have been clearly described by the teacher. Students' and teacher's activities are clearly related to academic goals. In classes with poor task orientation, there is much off-task dawdling and

socializing. Assignments are not taken very seriously by students or the teacher, and students are often not held accountable for their work.

Task Structure refers to the level of detail in the organization of a task or class assignment, together with how closely the teacher enforces adherence to the task steps, procedures, or strategies for operating in the classroom while working on the task. Generally, a high degree of academic monitoring is presumed in a highly structured task.

Traffic patterns are present in clasrooms just as they are in cities. The location of the pencil sharpener, the box for turning in homework, and the bookshelves are areas of the room which must be considered in room arrangement. A bit of forethought and planning can prevent these places from becoming competitors with the teacher. Desks can be arranged to avoid crowding and to give the teacher easy access and a clear view of every student's desk.

Transitions are intervals of time between academic activities in which the primary activity is moving from one thing to another. This may include actual physical movement of students or it may be a matter of replacing some materials and getting out something else. The length and efficiency of transitions are factors affecting the smooth functioning of a class.